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ABSTRACT

This monograph presents the papers and addresses of resident and adjunct faculty of the Fifth Rochester Institute, which examined new needs of two-year college students and various innovative institutional responses. Resident faculty papers deal with a variety of issues involving career education: "Career Education: A Humanistic Perspective," by W. Wesley Tennyson and L. Sunny Hansen; "The Value of Values in Nursing Education," by Sheila Corcoran; "Removing Sex Bias From Post-Secondary Business Programs," by Gary N. McLean; and "Accountability," by Sr. Gretta Monnig. Issues related to the new urban and rural student populations are discussed in the invited papers and addresses presented at a related Symposium by adjunct faculty of the Institute: "New Issues, Opportunities and Responses," by Claire T. Blikre; "New Needs of New Rural Students," by Martha Turnage; "A Look at New Students and New Institutional Responses at Loop College," by Edward R. Romewood; and "Strategies and Special Services for the Community College Student in Urban Settings--One Approach," by George Yee. (BB)

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FIFTH ANNUAL TWO-YEAR, POST-SECONDARY INSTITUTE

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The Two-Year, Post-Secondary College Student: New Needs and New Institutional Responses

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Continuing Education & Extension
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THE TWO YEAR COLLEGE STUDENT:

NEW NEEDS AND NEW INSTITUTIONAL RESPONSES

A report of an institute held June 1974
under the joint sponsorship of:

Rochester Community College, Rochester, Minnesota;
University of Minnesota, Rochester Center; and The
Division of Educational Administration, University
of Minnesota -- Twin Cities.

Edited by:

Don A. Morgan
College of Education
University of Minnesota

Included are papers presented at a related Symposium
and articles prepared by the resident faculty of the
Institute.

March 1975

University of Minnesota
The Rochester Center
Rochester, Minnesota

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PREFACE

American community, technical and junior colleges have not experienced, generally, the softening of enrollments found recently at other institutions within the overall post-secondary sector. Just why this has been so, insofar as possible to discern, and how such a seemingly healthy condition might possibly be extended seemed worthy of examination. Accordingly, the planning group for The Rochester Institute decided on the topical theme for 1974 of "New Needs and New Institutional Responses." The basic proceedings of that Institute conducted in June of 1974 along that general topical theme are presented here in this fifth volume of The Two Year College Student.

First organized in 1970, The Rochester Institute has focused continuously on significant topical developments, problems and concerns within the PSNB (post-secondary but non-baccalaureate) sector of higher education (a far better term than PSNB might be tertiary education but this term has not gained wide currency in the United States). The outcome sought was to provide staff development opportunities for administrators, counselors and faculty working within the community, technical and junior colleges of the nation and also to provide useful information to persons not involved in these types of institutions but who were either hopeful of becoming involved in them or just curious.

In 1970 forty different persons enrolled for the workshops and the related symposium which together constitute the Institute. In 1974 just over 140 different persons enrolled. In 1970 there were eight states represented by participants enrolled. In 1974 there were twenty-seven states represented.

The planning group for the Institute struggles annually to keep the whole affair anchored in reality -- this in order to make it credible and attractive to personnel of PSNB institutions. Of great help has been a most handsome field-site campus, Rochester Community College, which has hosted all of the Institutes.

Respectability has been of concern since the onset, and this is approached by using members of the graduate faculty of the University of Minnesota as the resident faculty of the Institute during the week in which it unfolds. Visibility to the field was sought through the use of adjunct faculty drawn to the symposium to deliver papers and addresses, and this adjunct faculty has been composed of leaders in the two year college field both in terms of on-line administrators and professors visiting from other universities.

This monograph reports some of the efforts of both the resident and adjunct faculties of The Institute. It is organized into two sections. Tennyson and Hanson, in Chapter One, have keyed the whole attempt of the monograph when they observed:

> "We've had a long and dismal history of occupational information taught as an end in itself, and this history has shown that such an approach is ineffective in motivating the learner, no matter how the information is packaged. What we have never done on any sizeable scale in education is to utilize the community and the world of business and industry to help individuals clarify themselves and see the meaning of their studies."

Tennyson and Hanson go on to insist that career education should enjoy a top priority for community colleges but that it must be delivered from a humanistic perspective.

In the other three chapters of Section A, Professor Monnig addresses accountability in student terms and raises the important question of vulnerability of both faculty and students. Professors Corcoran and McLean address specific program needs in business and nursing education with Corcoran examining the "value of values" and McLean citing the need to correct sex bias in post-secondary business education programs.

Section B is a straight forward presentation of new challenges arising from new students, and it is composed of papers presented by the adjunct faculty. Of some particular interest would be the chapters by Turnage and Homewood -- Turnage examines the challenges facing the rural student and the rural community college from the central, theme of, "This is the most challenging and exciting of all times for rural community colleges. Their students represent a society in transition." Homewood concludes his piece with the observation, "Perhaps, in the long run, what I am talking about is a spiral of some sort, so that we seem to be passing the same point over and over again. Nonetheless, it is an outward and upward movement, and there <u>are</u> new students. And there <u>will</u> be new institutional responses, or there won't be any more new students." Turnage writes from the perspective of Appalachia and Virginia, and Homewood from that of Loop College in downtown Chicago.

<u>ACKNOWLEDGEMENTS</u>:

Each year for the past five, it has been a pleasure to recognize in some special way the contributions of President Charles Hill, Rochester

Community College. Charlie is the last of the Minnesota presidents to have had national exposure and visibility through experience on numerous AACJC committees and boards. The national perspective he has gained has meant much to the Planning Committee of the Institute. Though all members of the planning group have in-put, it is usually left to Charlie to suggest the main speakers at the symposium and to guide directions of the topical theme to be addressed. In 1970 Chapman of Cuyahoga and Hurst of Malcolm X came. In 1971 it was Cosand then of St. Louis and Raines of Michigan State. In 1972 Masiko of Miami-Dade, Parnell then of Eugene, Oregon and Superintendent of Oregon schools, and O'Bannion of Illinois were invited and made presentations. In 1973 it was the California year and Lombardi of Los Angeles and UCLA and Elsnor of Peralta in Oakland were invited. In 1974, an old friend of Charlie's, Clair Blikre of North Dakota made the principal address, and in 1975 it will be Dick Richardson of North Hampton, Pennsylvania featured as the principal speaker of the Symposium.

Each year for the past five, it has also been my pleasure to recognize the increasing responsibilities and administrative contributions of Dr. Dean Swanson of the University of Minnesota, Rochester Center-Rochester. Such a complicated affair as is reported here does not happen magically, and in addition to planning and organizing (including promotional material development and the publication of this monograph series), Dr. Swanson has taken an active part each year in the Symposium and is used as a resource person. Dr. Swanson is, of course, supported by members of an administrative unit, and though mention of some leads to the possibility of ignoring others equally deserving, the labors of Judy Scherr, Lucile Smith, Kathy Musolf and Margie Suhr must be given special thanks. These pleasant people

made substantial in-put into that whole gamut of operational processes from planning, through registration and record keeping to publication of this monograph series.

The continued association of Dr. Don Zander, Assistant Vice President Student Personnel Services, University of Minnesota-Twin Cities is also gratefully acknowledged. Don gave a speech at the first [illegible]te in 1970 on the subject of coping with unrest of campuses; he has since been utilized both in planning and on the resident faculty of the Institute--see Appendix A.

Lastly thanks should again be extended Dr. Wilbur Wakefield, though he has moved away from the University of Minnesota to take a key position with the Higher Education Coordination Committee of Minnesota. Will, with Charlie Hill, Dean Swanson and the writer, was one of the "founding fathers" of The Institute and remains available for help and support as necessary.

None of the aforementioned individuals can be held responsible for the final form of this monograph. Editing is a demanding task, and one difficult to perform to the satisfaction of all involved. Errors inevitably occur, and these must be held as the responsibility of the editor. Editing has been held to a minimum in most instances, the better to retain the flavor of the original presentations.

Don A. Morgan
University of Minnesota
November 1974

Other publications of The Rochester Institute are available for purchase. These should be ordered through Dr. Dean L. Swanson, Associate Director, University of Minnesota, Rochester Center, 2120 East Center Street, Building #3, Rochester, Minnesota 55901.*

1. The Two Year College Student - UNREST (1970) Price: $1.50
2. The Two Year College Student - STUDENT PERSONNEL SERVICES (1971) Price: $1.50
3. The Two Year College Student - CAREERS AND ACTIVITIES (1972) Price: $1.50 ERIC Order No. 089-825
4. The Two Year College Student - COMMUNITY SERVICES (1973) Price: $2.00 ERIC Order No. 089-828

*These are also all available through ERIC Document Reproduction Service, Computer Microfilm International Corporation, P.O. Box 190, Arlington, Virginia 22210. Prices are different from those listed above.

SECTION A

THE ROCHESTER INSTITUTE:

PAPERS BY RESIDENT FACULTY OF

THE 1974 ROCHESTER INSTITUTE

CHAPTER ONE

CAREER EDUCATION: A HUMANISTIC PERSPECTIVE

by

W. Wesley Tennyson and L. Sunny Hansen*

The concept of career education holds promise of providing a vehicle for attainment of those goals given top priority by community college students and faculties. These goals are: (1) vocational preparation, (2) individual personal development, and (3) the creation of a sense of community, cooperation, and trust on campus.[1]

Career education, though having antecedents in career development theory dating back to 1950, first became a prominent theme in education in the late 1960's. It is helpful to recall some of the social characteristics of that decade which had a contributing influence in causing us to look at educational practice critically and to think about the concept of career education specifically - social factors which continue as viable forces for change in the seventies.

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[1] Cross, K. Patricia. Serving the New Clientele for Postsecondary Education. Institutional Research Program for Higher Education. Educational Testing Service, Princeton, New Jersey, 1973.

* Professors Tennyson and Hansen are on the Graduate Faculty, Counseling and Student Personnel Services, College of Education, University of Minnesota-Twin Cities.

The decade of the 1960's was a time of

> ...awakening group consciousness, of indignation and outrage fed by a spreading realization of the prevasiveness of social and economic inequality and deprivation; of insurgency among Blacks, Chicanos, and native Americans; of sharp challenges by women liberationists, youth counter-cultures, conservationists, and consumer protection groups; of the championing of values of the new individualism and "Consciousness III"; of the erosion of popular trust in major institutions - business firms, organized labor, Congress, the executive branch of federal government, the military, the courts, the press, the schools....; of breathtaking social, economic, and technological change; and of the outward thrust of a new hedonism, aptly characterized by Martha Wolfenstein as the "fun morality."[2]

Whatever else may be said about the 1960's, people in all walks of life were raising a hue and cry for a new individualism. Individual development and self-betterment was the message. Young people were most clear in presenting it - "recognize your uniqueness, tune in to your feelings, learn to think well of yourself, and discard masks and charades in favor of authenticity and of mutual sharing of inner experience with others."[3]

Education, as much as any institution, was affected by these social factors formenting change. Whereas in the past the social utility of education was the prime value, the school and college was now pressured to think seriously about the personal utility of education - to become concerned about relating learning to the lives of individuals. But it was the student's voice that communicated so passionately what was happening, that something important, indeed, was happening, had to happen. The point is illustrated in a paper written by a college student in 1969. The senior author has been

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[2] Borow, Henry. "Apathy, Unrest and Change: The Psychology of the 1960's", in Herr, Edwing L. (Ed). Vocational Guidance and Human Development. Boston: Houghton Mifflin Co., 1974, page 4.

[3] Ibid., page 8.

collecting these introspective papers for about eight years. and the message over that period has been the same, expressed a bit more forcefully today, perhaps, by women and minority students. In this paper, Rusty, a young man of thirty, says:

> All my life I have been told that who I really am is not quite acceptable for one reason or another. To begin with, it was my size. When I was younger, I was even smaller for my age than I am now. Although I was good in sports, I was constantly reminded that any dreams I had about becoming great were ridiculous - I was too small. That was when I began pretending I was six feet tall. In my own mind I tried to make decisions that John Unitas would be made, for that is who I was.
>
> Why do men pretend to be what they are not? Perhaps it is because they, like me, found much evidence that who we are is not worth being. We live in a culture of "All-American" standards, and with these standards only the best have the right to participate. In school, inferior talent is allowed only with the condition that one admits his inferiority. Even in those areas in which I was strong, I was either reminded of my weaknesses less I become too confident, or was confronted and compared with someone who was better. So you see, it is more comfortable to be a good fake than a bad reality. I continued to pretend.
>
> As I look to the future, whether this world will have me or not is no longer an issue. The point is that I cannot continue to <u>be</u> something or someone others would have me be. When I pretend to be someone else, I commit spiritual suicide. I can only <u>be</u> when I live in relation to who I really am, and any significance I ever hope to find must be found in the context of this <u>I</u> who it seems is not worth being.

Rusty is a young man of considerable personal strength: he will eventually resolve what for him has been an essential nightmare. His problem is typical of many individuals today. It is a problem of career development.

There are, therefore, a number of social factors, expressed in different ways during the 1960's and since, which converge today to stimulate an interest in the career development needs of persons of all ages. It is unfortunate, however, that those very expressions which have pointed our concern are

often ignored. Ignored either because of constrictions imposed upon professionals who conceptualize models or plan career education programs by their narrow, specialized backgrounds or because these professionals may be inclined to use the career education concept, as they are inclined to use any concept that is currently popular--to promote their special interests. It is inevitable, therefore, that we should have a number of different perceptions of career education, resulting in pronouncements, programs, and models that may be placed on a continuum from very narrow points of view to extremely broad points of view.

Conceptions of Career Education

Career education is one response to a modern world in which purposeful choosing is mandated if change is to be managed in ways that facilitate personal development. But models and programs of career education vary greatly in their focus, reflecting the multifaceted nature of the concept. These models may be classified according to whether the theorist chooses to focus on: (1) work or the self; (2) content or process; (3) training for employability or educating for life and living. They may even be grouped according to how work itself is defined. That is, they are grouped whether work is limited to paid endeavors or expanded to include all significant activity. Each of these classifications is reflected on the continuum which follows--an ordering of function from very narrow to extremely broad points of view.*

---

* Norman C. Gybers suggested this approach to analyzing different points of view.

Perhaps the most narrow conception is one that equates career education and training for an occupation. Those who take this position speak with enthusiasm about developing employability skills. Content necessary to match the man to the job is emphasized. Career education is seen as a segmented program within the curriculum. This view underlies the vocational center concept which has emerged in recent years.

Next on the continuum is a conception which puts work as the central focus of career education, stressing the need to give attention to occupational orientation and preparation throughout the curriculum. Emphasis is again on content, but in this case exploration of occupational clusters is added to skill training. Typically those who hold this point of view define work as activities engaged in for immediate income and production; i.e., a paid endeavor. Career is defined as the sum total of an individual's work experiences. Thus career is external to the individual. Career education is that part of the total educational program that deals specifically with "education for work." This is an extremely popular conception, favored by those who want to delimit the concept in a definitive way.

Still further along the continuum is a point of view which takes the position that self is the primary focus of career education. Proponents of this view suggest that work, whether for pay or otherwise, provides the major way in which people interact with the environment. Exploration of the world of work and community is considered to be a useful way to help individuals clarify their values and needs in fashioning a meaningful life. Career is defined as a process internal to the person--a "time-extended working out of a purposeful life pattern through work undertaken by the individual."[4] Career education

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[4] AVA-NVGA Commission on Career Guidance and Vocational Education. Position paper on Career Guidance and Vocational Education. Washington, D.C.: American Vocational Association and National Vocational Guidance Association, 1972.

activities, emphasizing inductive approaches to learning, are implemented thoughout the curriculum, in all subjects. Process teaching which expands the range and increases the effectiveness of an individual's concepts and ways of dealing with the world is given precedence over teaching for the storage of knowledge and repeated duplication of behavior already well ingrained.[5]

At the extreme right of the continuum is the position of those who see career education as a way of looking at total education. A major restructuring of the curriculum, a complete reform of the school is advocated. For those holding this point of view, career is synonomous with life, and all education is career education. Process obviously is given priority over content in the reconstructed school.

These several perceptions create a number of "ifs" - issues if you please - with regard to career education and one's ability to understand the utility of the concept. An issue of paramount importance has to do with where career education as a concept and program will place its primary focus. Will the content of this program, as suggested by many pronouncements, focus primarily upon teaching the world of work and occupations, presumably in a manner that enlarges the student's cognitive awareness? Or will the focus instead be upon utilizing the world of work and the community to help students clarify themselves? Swiftly moving social and economic changes and the concurrent grappling for a system of values that is trustworthy dictates the answer to the issue.

We've had a long and dismal history of occupational information taught as and end in itself, and this history has shown that such an approach is ineffective

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[5] Biggs, J.B. Information and Human Learning. Melbourne, Australia: Cassell, 1968.

in motivating the learner, no matter how the information is packaged. What we have never done on any sizeable scale in education is to utilize the community and the world of business and industry to help individuals clarify themselves and see the meaning of their studies.

A second issue, closely related to the first, posits a concern that some balance be achieved between societal and individual needs in planning for career education. This really comes down to the fact that we each have both an economic self and a psycholigical-social self. In building models of career education we could err by looking too much to the past and the fact that society has tended to reward the economic man. If the concept is to have any viability over time, it is equally important to look at where the young people are coming from, where they are at and what motivates them, and where they seem to be trying to go. Many youth today question the conventional economic motivations.

Several years ago the authors' attention was attracted to an interview with Marshall McLuhan in the March, 1969 issue of Playboy. When asked why there seems to be so much disenchantment, so much unrest, among young people at that time, McLuhan replied that today's students are searching for a role not a goal. By role he meant an identity, a belief in who they are which is not directly tied to what they do. William Glasser has carried this one step farther by saying that students today want their roles to precede - if only briefly - what they believe they should or must do. Carl Rogers talks about the same thing when he says the young people are searching for the good life.

Whether one's role or identity can be separated from goals is debatable. But there is no question that the goals for many are changing. It would be a mistake to conceptualize career education in ways that suggest a return to a goal-oriented society of an earlier period, in which success and failure were

tied to economic success and failure, economic security and insecurity, without an equal concern for emerging human needs of self esteem, a sense of belonging, and a feeling of competence.

A third and final issues centers upon whether career education will be limited in its thrust to an enrichment of the present curriculum, filling some of the omissions of that curriculum, or whether it will assume the more ambitious goal of fostering a major overhaul and reform of the school program. Thoughtful scholars who have studied the nature and processes of career development are of the belief that the concept of career education does have circumscribable bounds, definable by considered definitions of career and work. In their advocacy of the concept, such scholars make no assumption that the concept can include or account for every important learning activity in the school. They do, however, see the concept as offering some new ways of looking at education, involving important process variables as much as attention to heretofore neglected content.

In a somewhat simplistic way, it may be said that:

> ...education has always been regarded by society as preparation for assuming an adult role. It is the composite of those experiences which allow an individual to move from a postion of societal dependence to a position of societal independence.[6]

Career education holds the potential for contributing to this utilitarian expectation of education in four ways:

1. By bringing forth the hidden curriculum - by helping people at all levels clarify themselves and understand their own behavior and the behavior of others.

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[6] Lathrop, Robert. "The American Educational Structure", in Edwin L. Herr (Ed.), Vocational Guidance and Human Development. Boston: Hougton Mifflin Co., 1974, page 196.

"No individual can be a truly independent member of any society until he has some understanding of his own behavior and that of other persons with whom he comes in contact, and until he is able to interpret the interactions that occur with him or between other persons."[7]

2. By bringing forth the omitted curriculum - by getting attention to values, the process of valuing and decision-making. We all face today the uncertainties and terror of newly found freedoms - greater freedom to express ourselves; exciting new possibilities and opportunities; more fluid, more open, and more diverse ways of living, behaving and work. But total freedom for everyone is impossible. As with the natural resources, we shall come to recognize that freedom, too, must be rationed, and this leads to the importance that must be given to the process of valuation and value clarification.

3. By bringing forth the neglected curriculum - by developing "a capacity for economic independence through an appropriate meshing of one's abilities, one's economic expectations, one's knowledge of available occupations, and a realistic understanding of occupational requirements."[8]

4. By bringing forth the authentic curriculum - by relating what goes on in the class to the world outside. In order for an individual to be an independent member of society, he must become acquainted with the "various mediums of communication with which he or she will come in contact in his society - oral, written, and non-verbal communication involving all of his sensory modalities."[9]

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[7] Ibid., page 197.

[8] Ibid., page 198.

[9] Ibid., page 197.

CONCLUSION:

Harlan Hansen, a colleague in elementary teacher education, recently said that the promise of career education is that it may enlarge the teacher's concept of skill development in a way that he or she will come to teach not only the basic skill or knowledge, but also show how that skill and knowledge is put to use in the community and by whom. His comment is equally applicable to higher education.

Infused throughout the curriculum at all levels the career concept holds a potential for relating education to the lives of individuals. It is particularly compatible with the emerging philosophy of the community college.

CHAPTER TWO

THE VALUE OF VALUES IN NURSING EDUCATION

by

Sheila Corcoran*

Do nursing educators have a responsibility for helping students develop a system of values? You might respond that you don't have time to deal with values and feelings; there's so much "content" to cover in limited time, particularly at the associate degree level. Or you might say that you have no business dealing with values; that's a private matter.

I believe that we must help students analyze the focus, the goal, and the means of nursing affectively[1] as well as cognitively[2] so that these components of nursing will have real meaning for them. We must go beyond teaching at the facts and concepts levels of the subject matter and help students to explore the connection between nursing "content" and their own feelings, opinions, and behavior.

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[1] The effective domain is described by Krathwohl, Bloom, and Masia as that realm of content or educational objectives dealing with interests, attitudes, and values and the development of appreciations, value systems, and characterizations. Taxonomy of Educational Objectives, Handbook II, New York: David McKay Co., Inc., 1964.

[2] The cognitive domain is described as that realm of content or educational objectives dealing with recall or recognition of knowledge and the development of intellectual abilities and skills. Taxonomy of Educational Objectives, Handbook I: Benjamin Bloom, Ed. Longmans, Green & Co., New York, 1956.

* Professor Corcoran is on the Graduate Faculty, College of Nursing, University of Minnesota - Twin Cities.

In this paper, I intend to differentiate the three levels of subject matter--focusing on the values level, to describe one process by which values can be developed and clarified, and to examine how this process might be incorporated into nursing education.

VALUES LEVEL

Harmin, Kirschenbaum, and Simon in their book Clarifying Values Through Subject Matter, state that almost every subject can be taught on all three levels: the facts level, the concept level, and the values level.[3] The facts level includes the learning of specific information, facts, details, and particulars. At the concepts level, the teacher and students explore the principles behind the facts. The student makes generalizations from the data gathered. At the values level, the students relate the facts and concepts to their own lives. Values touch on their choices and actions; values serve as guides to life, providing direction and purpose.

Consider the topic of health. At the facts level, a student might learn the various definitions of health. At the concept level, she/he might analyze those definitions and conclude that health is a process, that health is an holistic concept, and that it is individually defined. At the values level, she/he might ask, what does health mean to me? How important is it to me? What do I do about it?

What differences do clear values make? In one of their early books, Raths, Harmin, and Simon suggest that a number of children's problems currently attributed to emotions are more appropriately a result of value disturbances.[4] They

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[3] Harmin, Merrill; Kirschenbaum, Howard and Simon, Sidney. Clarifying Values Through Subject Matter, Minneapolis, Minnesota: Winston Press, Inc., 1973.

[4] Raths, Louis; Harmin, Merrill and Simon, Sidney B. Values and Teaching, Columbus, Ohio: Charles F. Merrill Books, Inc., 1966.

describe children who seem to have confusion in values as apathetic, flighty, very uncertain, inconsistent, drifters, overconformers, overdissenters, and role players. On the other end of the continuum they describe children who seem to be clear about their values as positive, purposeful, enthusiastic, consistent, and proud.

VALUING PROCESS

Research on the effectiveness of various approaches to values in lacking. However, Carl Rogers suggests that the valuing process leads, in the end, to some common and constructive human values. He describes some of the value directions he sees in his clients as they use the valuing process and move in the direction of personal growth and maturity as:

> They tend to move away from facades.
> They tend to move away from "oughts".
> They tend to move away from meeting the expectations of others.
> They tend to come to value an openness to all inner and outer experiences.
> Being "real" is positively valued.
> Self-direction is positively valued.
> One's self, one's own feelings, come to be positively valued.
> Being "a process" is positively valued.
> Sensitivity to others and acceptance of others is positively valued.
> Deep relationships are positively valued.[5]

Do these sound like desired educational outcomes for nursing students? I think so. They also seem like outcomes that might remain with students much longer than the "facts" we so often dwell on (though the facts and concepts are also important). I think that these outcomes would also relieve me as an educator.

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[5] Rogers, Carl. "Toward a Modern Approach to Values: The Valuing Process in the Mature Person", Readings in Value Clarification. Ed. Sidney Simon and Howard Kirschenbaum, Minneapolis, Minnesota: Winston Press, 1973, pp. 88-89.

If I can help students to develop their own value system, as I'm developing mine, then we can all be free to be ourselves and to be responsible for our own decisions and actions. I won't have that awesome, impossible task of trying to teach and to role model the "right" values and attitudes.

But what is the valuing process? It's a means of applying critical thinking to matters largely in the affective domain. It is one way to clarify values, learn to make choices and act on values. Raths outlines the process of valuing as composed of seven subprocesses.[6] The subprocesses help persons to make choices which are both personally satisfying and socially responsible. The valuing process involves the skills of feeling, thinking, communicating, choosing and acting, not one to the exclusion of others. The identified stages of the valuing process are:

1. Choosing - freely
   from alternatives
   after considering consequences
2. Prizing - feeling good about choice
   sharing the choice
3. Acting - doing something with the choice
   repeating the action

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[6] Raths. op. cit., page 30.

It's interesting to compare these stages to the levels of the affective domain identified by Krathwohl, Bloom, and Masia.[7]

Rath's Stages	Krathwohl's Levels
1. Choosing	1. Receiving 2. Responding
2. Prizing	3. Valuing
3. Acting	4. Organization 5. Characterization

A similar comparison can be made between Rath's stages of the valuing process and the aspects of beliefs and values which are bases for curriculum design as identified by Dickoff and James, two philosophers who have written articles about nursing theory and philosophy in recent nursing literature.[8]

Rath's Stages	Dickoff & James Aspects
Choosing	Headed (Thought)
Prizing	Mouthed (Articulated)
Acting	Hoofed (Acted On)

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[7] Krathwohl, op. cit.

[8] Dickoff, James and James, Patricia. "Beliefs and Values: Bases for Curriculum Design", Nursing Research, 19:5:415-427, Sept.-Oct., 1970.

VALUE CLARIFICATION

Value Clarification is one approach that can be used to help another person use the valuing process to clarify her/his own values. Its purpose is to create time and space for the person to work through a value system and to make it what she/he wants it to be. During the clarification, questions are raised to prod the person gently to examine her/his life, actions and ideas. Value Clarification is not indoctrination. The main task of clarifying values is not to identify and transmit "right" values and attitudes, but rather to help another to clarify values for oneself in order to make choices that best suit her/him, and that allow the individual to adjust to the environment and to a changing world.

STRATEGIES FOR NURSING STUDENTS

If you accept that the affective domain of nursing subject matter is important and that the valuing process might be one way to approach it, then how can this valuing process be incorporated into nursing education? Simon, Howe, and Kirschenbaum have developed more than seventy strategies for value clarification.[9] The strategies can be readily adapted to nursing content and situations.

Consider again, the topic of health. At the values level, you might help students relate the facts and concepts of health to their own lives by having them use the strategy called Rank Order. Ask them the following question:

Which would you rather be?

_____ Rich

_____ Healthy

_____ Happy

_____ Famous

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[9] Simon, Sidney; Howe, Leland and Kirschenbaum, Howard. Values Clarification: Handbook of Practical Strategies for Teachers and Students. New York: Hart Publishing Co., 1972.

Next, ask them to rank order each alternative answer according to their own preferences. After they've done that, a class discussion may follow, with students sharing the reasons for their choices. This strategy gives students practice in choosing from alternatives, in sharing their choice and in explaining or defending it. It demonstrates that many issues in nursing require more thoughtful consideration than is often given to them.

Another example of a strategy involves all of the stages and subprocesses of the valuing process. You might ask students to identify an issue related to health, e.g., exercise, diet, drug use, alcohol consumption. Ask the student to write the key words which summarize their position or stand on that issue. Next you might ask each student to answer for himself the following clarifying questions:

1. Did you feel free to choose that position?
2. What other alternatives did you consider?
3. What do you think would be the consequences of the stand you took?
4. How do you feel about your position or stand?
5. Would you like to share your position?
6. What would you do about that position?

These questions are examples of how you can help guide the students through the valuing process to clarify her/his thinking and feeling. To be effective, the values level of subject matter and the valuing process must be incorporated consistently throughout the program. It can't be a "one shot effort".

STRATEGIES FOR THE CONSUMER

Nursing students who have been helped to use the valuing process for themselves may effectively help consumers of health care to use the same process in

their health seeking behavior. Perhaps nursing students who are comfortable and confident with the valuing process could assist other persons to clarify their own values and goals, to examine alternatives and consequences and to determine their own decisions and actions. Thus value clarification could be one approach, one means of nursing intervention, by which students could help others utilize their own resources to seek health.

For instance, a student is working with Mrs. K., who is 5'5" tall and weighs 185 pounds. The valuing process might be used to help Mrs. K. look at the meaning weight has to her, what alternatives she has available to her, the consequences of the alternatives and the action she wishes to take. Isn't that a better way to help Mrs. K's health seeking behavior than to tell her that she is overweight, that she must lose 40 pounds and then instruct her on a weight reduction diet?

Or consider Mr. C.: He's been told that he must stop smoking because it aggrevates his breathing difficulty which is a result of having emphysema. But he continues to "sneak" a cigarette whenever he can. Rather than reprimand him for doing this, a nursing student might spend time with him to help him examine what smoking means to him and what shortness of breath means to him. Does Mr. C. have a conflict of values in this situation? What choices does he have? If personal health is a personal responsibility, then the nursing student can't assume that responsibility, but must help him to assume it for himself.

Value clarification is only one approach, one means of helping another person. It is not meant to be a panacea, but an alternative. For instance, in the two situations just described, active listening might have been another means used to help either Mrs. K. or Mr. C. The active listening approach

would have the nursing student focusing on feelings, using reflection, not asking questions, but listening and keeping the problem centered in the other person. By comparison, the value clarification approach would be more directive, guiding the person's thinking along new lines, raising questions to help the person progress through the stages of choosing, prizing, and acting. The desired outcome of this form of intervention may also differ. Here the desired outcome is personal decision making and action based on critical thinking about one's own value system, rather than strict compliance with someone else's decisions and directions.

IMPLICATIONS FOR THE NURSING EDUCATOR

Do nursing educators have a responsibility for helping students develop a system of values? This paper began with that question. Perhaps you can use the valuing process to answer it for yourself, to develop a position which is compatible with your personal preferences and also acceptable to your students, school, profession, and community. For example, you might:

1. Briefly state your position regarding the responsibility of nursing educators for helping students develop a system of values.

2. To what degree are you free to choose a position? Are there limitations on your choice because you are involved in preparing students for a professional area? Are there limitations on your choice in your particular setting?

3. Did you consider any alternative positions? What other possibilities are there?

4. Did you consider some of the possible consequences of each of the alternatives -- for you, for students, for the program, for the nursing profession? What are the advantages? What are the dangers?

5. Do you feel good about your position? Would you like to share your position with someone else? Whom could you share it with? Students? Other faculty? Administrative persons? Friends?

6. Is your position consistent with what you say you prefer? Is it consistent with your views on teaching-learning? Is it consistent with your views on nursing?

7. What can you do about your position?

CONCLUSION:

Value clarification using the valuing process has been presented as one possible approach for helping nursing students develop a system of values. Regardless of which approach is used, evidence suggests that affective behaviors develop when appropriate learning experiences are provided, much the same as cognitive behaviors develop from appropriate learning experiences. If effective objectives and goals are expected and are to be realized, they must be defined clearly; learning experiences to help the person develop in the desired direction must be provided; and there must be some systematic method of appraising the extent to which the person grows in the desired ways.[10]

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[10]Krathwohl, op. cit., page 23.

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CHAPTER THREE

REMOVING SEX BIAS FROM POST-SECONDARY BUSINESS PROGRAMS

by

Gary N. McLean*

Sex bias can be defined, in very simple terms, as a system of categorizing the roles people play in society as being "male" or "female." Each of the following statements, under this definition, would depict sex bias: "Men are more intelligent than women"; "Women are passive while men are aggressive"; and "Women do housework, men do important work."

Does sex bias exist in the business world? Are two-year colleges and vocational schools sexist in their business programs? Are the individuals involved in such programs sexist? And, if these questions are answered affirmatively, what options are available for creating change?

THE PROBLEM:

All of us are sexist to some degree, if only at the subconscious level. In a class recently taught by the author, the students, without exception, referred to "the girls in the secretarial program" and "the fellows in the accounting (or mid-management) program." While such comments may be statistically accurate, they present a mind set that tends to reinforce such patterns. One

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of the students referred to a situation in which he had placed a "cute little blonde girl in a cooperative education work station in a retirement home rather than in a beach motel to protect her morals." How many coordinators would have given similar consideration to a male student?

As an indicator of how pervasive stereotypes are in employment, only 24 major occupations had at least 50 percent of the employees in that occupation as female in 1970. The Bureau of the Census figures also indicate that these 24 occupations accounted for 78 percent of all working women. Ten of these occupations would be classified as business or distributive occupations -- secretary, retail salesclerk, bookkeeper, waitress, typist, cashier, telephone operator, stenographer, office machine operator, and decorator/window dresser.

The role of women in business currently might be roughly depicted according to illustration 1, below.

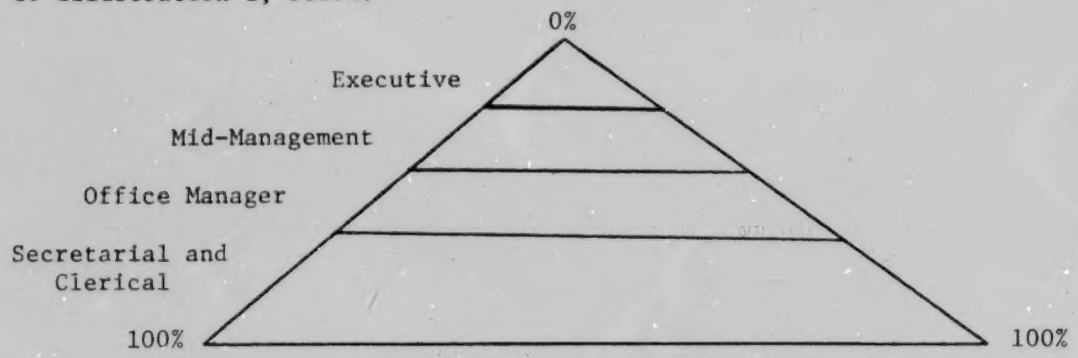

Illustration 1: Women as a Percent of the Business Workforce

This short, broad-based pyramid illustrates that the percentage of women drops off quickly as higher levels of responsibility are assumed. Time ("Women: Tyros and Token," 1974, p. 33) quotes a 1972 Fortune survey of 1,220 large American corporations revealing that "men outnumbered women at the top board-member and officer level by a staggering 600-to 1." In addition, a 22 percent

increase in the number of women classified as managers and administrators occurred between 1960 and 1970 (from 844,000 to 1,034,300) as compared with an increase of 37 percent in the total number of women workers. Of those workers classified as managers and administrators, women rose from 14.8 to 16.6 percent (Wells, 1973).

Rather than provide lists of statistics to support the illustrated pyramid, the following business situations point to some of the specific sex bias problems that exist in business.

-- Almost universally, women who aspired to executive positions have been advised that the best way to get started is through the secretarial route. But how often is their goal achieved using this route? And how many men are advised to take the same approach?

-- In spite of the fact that secretaries are frequently the most knowledgeable about the details of operation in an organization, it is not unusual for institutions to hire as administrative assistants recent male graduates from business administration programs at twice the salary of the secretary who will be training him for his job.

-- Examine almost any cartoon that portrays the office, whether in the Wall Street Journal, Playboy, or the daily newspaper, and you will find either an "old biddy" or a beautiful, dumb, usually blonde, female secretary, and a clever male executive.

-- A commonly quoted fact is that 51 percent of the shareholders in this country are women, but how frequently is it pointed out that, because of the small size of the holdings of women, they actually own less than 19 percent of all shares?

-- Women are not the only ones to suffer because of sex bias. Ask one of the 33,000 male secretaries (of the two million plus secretaries) about the responses they get when they apply for jobs or tell others their occupation. Yet, at the turn of the century, over ninety percent of the secretaries and stenographers were male.

-- Have you looked recently at the average earnings of secretaries? While the figures differ from one geographic area to another, a figure of $400 a month is not atypical for many clerical and secretarial positions. How many men would be willing to work for such an income? Yet women are expected to do so. In fact, as of 1969 women, on the average, earned 64¢ to each $1 earned by men (Fuchs, 1974).

Business education has not been very successful in overcoming these sex biases, as illustrated by the following:

-- Shorthand courses continue to be almost exclusively female, while the accounting courses (at least at the advanced level) remain predominantly male.

-- An area vocational-technical institute in the metropolitan Minneapolis-St. Paul area distributed a brochure this year announcing an open house. On the brochure was a line-up of students dressed in the appropriate "role uniforms." Of the ten students portrayed, three are female, and each represents a traditional female occupation: secretary, nurse's aide, and audio-visual librarian. The males represent: agriculture, business, landscaping, welding, chef, auto mechanic, and construction worker.

-- A review of the individual curriculum bulletins for an area vocational technical institute in Minnesota in 1972 analyzed the nature of programs by the sex of the pronouns used. If the pronoun "he" was used exclusively, the program was considered to be a "male" occupation. If "she" was used exclusively, it was considered to be a "female" occupation. If both "he" and "she" were used at

least once each, the program was considered "neutral." Of the 36 occupational programs represented, 24 were male, 7 were female, 5 were neutral. The female occupations were the traditional ones in office education, home economics, and health services.

-- Textbooks continue to promote sex stereotypes. As one rather blatant example, Norma Blackburn, in her 1974 text, Secretaryship, uses the pronoun "she" 13 times in six lines of type (p. 36) describing desirable characteristics for a secretary. Then, in the section on the executive, comments are made that a well-groomed employer should have "a close-shaven face, neatly trimmed mustache or beard," and so on (p. 53). Such comments cannot help but reinforce the stereotype that secretaries are women and employers are men.

OUTLOOK FOR THE FUTURE:

With increased legislative, judicial, and societal pressures, changes are taking place, although not as rapidly as many had expected or hoped. The following instances are suggestive of such change.

-- An annual survey of business corporations found that those planning to hire college women expected to increase their number from the class of 1973 by 35 percent over new hires from the class of 1972 (Wells, 1973).

-- At an almost daily rate, the courts are ordering companies to make payment for lost wages due to discriminatory procedures in the past. Such law suits will encourage future compliance with Equal Employment Opportunity.

-- The Minnesota Jaycees have just announced that they will no longer select the ten outstanding young men of the State, as they have in the past, but will broaden the scope of the award. They will now select the "ten outstanding young persons of the State."

Education has not stood still in this period of time either. Legislation prohibiting sex discrimination in education has encouraged change. The Higher Education Act of 1972 (Title IX) reads: "No person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Examples of changes thus occurring include:

-- At the MBA level, enrollment of women continues to increase. Stanford University, for example, planned to graduate 21 females out of a total of 300 students in 1973. They expected 35 in 1974. Only a few years ago, a typical graduate class consisted of five or six women (Stronk, 1973).

-- Dakota County Area Vocational Technical Institute in Rosemount, Minnesota has published an extensive 68-page curriculum brochure advertising their 31 occupational areas. The use of sex-related pronouns (he, she, his, her) has been avoided in preference to the neutral terms, "the students," "the high school graduate," "technicians," etc. There is an occasional slip, and the accompanying photos still reflect traditional sex roles, but at least an attempt has been made.

-- The continuing impact of career education is exposing students to a much broader range of occupational choices at an early age. Properly administered, students of both sexes may be able to escape some implications of occupational sex bias.

-- With an increasing number of states focusing on human relations courses for teachers, more and more teachers are being exposed to the sex biases they possess and are being given an opportunity to examine them closely.

-- Instructional materials are being developed to counteract sex stereotypes in the classroom. (As an example, see Thoni, et al, 1972.)

WHAT MORE CAN BE DONE?

Deeply ingrained societal concepts, such as the work role of women, are not easily changed. But the forward steps presented above indicate that change can occur when the change is desired, or when the change is mandated by outside forces. If post-secondary institutions are seriously desirous of becoming change agents, they can play a role in effecting broader opportunities for both males and females in the business world. Suggested means of implementation include:

1. Active recruitment of students for programs not traditionally associated with members of that sex is needed, e.g., women for managerial programs, men for secretarial fields.

2. Brochures and Bulletins that do not discriminate against one sex for any program area need to be developed. Pronouns should be of the "he/she" type, photos should display people in both traditional and non-traditional sex roles, sexes should be used in equal proportions, and so on.

3. Counseling Services become very important at several stages--prior to admission, on entrance, throughout the program, and pre-placement. Such counseling is necessary to provide information on occupational areas that students might not consider because of stereotyped images and to provide a support system for students who choose to pursue a non-traditional occupation.

4. Consciousness-Raising Activities become a necessary part of the total curriculum, not only for the students, but also for the faculty. People need to be aware of the biases that they possess at both the conscious and unconscious level. As consciousness is raised, options for students will become more varied, the selection of a non-traditional program will no longer be unrealistic, and faculty will be better prepared to deal with student needs and desires.

5. Faculty Retreats may be needed to create an awareness of the sex attitudes of the faculty. While this can come about through on-going activities, as suggested in number 4, most faculties will need concentrated periods of time to examine their own attitudes.

6. Role Models will be available to students through the hiring of faculty in programs not traditionally associated with faculty members of one sex. A woman seeing another woman in the role of an accounting professor will be reassured in her selection of accounting as a profession, just as a male student may be reassured with a male shorthand teacher.

7. Day-Care Facilities may be necessary adjuncts to enrolling female students in many post-secondary aprograms. Such provisions will enable many women, who might otherwise be prevented economically or socially from returning to school, to gain the necessary training for various vocational options.

8. Transfer of Credits that are generally considered outdated or those taken from another institution will have to occur with considerably greater ease than is generally true today. As our society tends to operate now, it is the woman who drops out of school to have children and raise them, or to move with her husband. As a result, many women wishing to return to school have accumualted credits from other institutions or have credits that are out of date. Current practices thus hurt women proportionately more than men.

9. Active Trade Union or Professional Organization Support is necessary in many fields. While this recommendation may not be as important in the business field as in some other fields (such as Trade and Industry), it is important that such groups provide support, not opposition, to graduates of business programs at the time of employment. Lack of such support has hurt women and minority groups in the past. Prior acceptance of programs by such groups will help to minimize problems of placement at a later date.

10. Insurance Programs available to students should take into account those problems that are unique to women and may prevent their continuation in programs once begun. Such benefits would include birth control, pregnancy, and abortion.

11. Adult Education becomes an integral part of any business program attempting to provide opportunities for women in non-traditional fields. Two major groups of women need retraining and upgrading experiences to fill such roles -- the "mature" returnees to the labor market and those already in jobs but needing further training for advancement. In the past, only the "elite" from these groups have received opportunity for promotion. But with increased attention to the educational needs of these people, many more competent females could move into managerial and other higher levels of responsibility in business.

12. Non-Vocational Roles must also be considered in a program attempting to remove sex bias from the curriculum. Such thrusts as increased focus on leisure time education, preparation of men as homemakers and parents, examination of outdated laws, broad preparation of both sexes in the areas of consumerism and economics, can all add up to the development of greater cooperation between the sexes and recognition that each individual is a person and not just a representative of a sex.

CONCLUSION:

Business educators are in a strong position to remedy unfair employment practices in business and to insure equality of treatment to both sexes. But this will not occur in a laissez-faire environment. Action is needed now! And society as a whole will benefit from the gains -- both economic and social -- that will occur.

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CHAPTER FOUR

ACCOUNTABILITY

by

SR. GRETTA MONNIG*

No words are sufficient to speak about new needs and new institutional responses for the two-year post-secondary student without a discussion of accountability. According to Lopez (1971) accountability refers to the process of expecting each member of a profession to answer to someone (the student, public, the profession, or the institution) for doing specific things (teaching, administration, or another area of practice) according to specific plans (standards) and against a certain time table to accomplish tangible performance results. This definition would also include the expectation that students are held accountable for their commitment to learning.

TOWARDS A DEFINITION:

A concise definition of "accountability" is often inadequate for the meaning of the term varies with a person's interpretation of allied terms such as responsibility, acceptability, liability, and answerability. Accountability is not so much a process as it is a concept or a policy. Its implementation in different settings will alter its character and emphasis. Neff (1969) proposed a distinction between the terms accountability and responsibility. He used "responsibility" to

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refer only to the voluntary assumption of an obligation while accountability referred to "legal liability assigned to the performance or nonperformance of certain duties".

Accountability carries with it the notion of external judgment. The legalists tend to advocate an accountability which is clearly defined as to both its content and the means and routes by which it can be enforced. Viewed in this manner standards of accountability are enforceable.

Lessinger (1970) has said that "accountability is the product of a process; at its most basic level, it means that an agent, public or private, entering into a contractual agreement to perform a service will be answerable for performing according to agreed upon terms within a certain time and with a stipulated use of resources and performance standards".

Accountability implies a negotiated relationship in which each person agrees in advance as to the criteria and level of attainment of these criteria that will be used to determine acceptability. This negotiated relationship could be between the instructor and the student, the instructor and administration, or the administration and the public. The development of criteria sets certain boundaries or limits of expectations of what is acceptable performance. Both groups have the opportunity to determine the needs and appropriate responses to these needs. The more adequately the needs and responses are defined the more realistic the expectations of all groups.

The basic question of who is accountable to whom and for what is answered through designation of responsibility in terms of who is responsible for what, to whom, and when. Accountability is concerned with both effectiveness and efficiency in performance. The student is responsible for learning, but the

instructor is responsible for being a suitable guide to the student on the path of learning. The instructor is responsible to administration for competently fulfilling his contract and administration is responsible to the instructor and students to provide adequate resources for learning.

LEVELS:

Accountability can be conceptualized as existing on two separate but related levels: (1) with respect to the individual, and (2) with respect to the profession. Generally; accountability for the profession consists in setting standards and defining the practice of that profession. Persons are held accountable for practice as defined by law or other regulations for that profession. Accountability requires the setting of standards (implicitly or explicitly) by which someone can define acceptability or excellence. Standards for the most part are statements of range of acceptability. Parameters are determined which closely relate to expectations as well as accomplishments. As goals are obtained, new techniques develop; then expectations change and so do standards of acceptability change.

Of course, there are many different kinds of standards one might wish to employ. One kind of standard involves a comparison of the teacher's effectiveness in improving the quality of teaching. Another approach assumes that teaching will be performed better by qualified teachers.

A professional is held responsible only for those results that can be affected by his actions or decisions and only to the extent that he can affect them. However, as the profession grows, the professional will be held responsible for the new knowledge and skills that are developed. The public has the right to expect the teaching profession to constantly seek ways to improve teaching performance with available resources. The public expects new responses be developed to meet identified needs.

VULNERABILITY:

Another aspect of professional accountability is called client vulnerability by Richen (1961). Client vulnerability refers to the susceptability of persons served by a profession to damage or exploitation stemming from incompetent or unethical behavior. It indicates the extent to which controls are required for protection of the client -- in this case, the student. The more vulnerable clients need greater assurance that standards of competent and responsible performances are being maintained. Students are very vulnerable to their teachers. They depend upon the teacher for grades which will enable them to graduate and further continue their career.

CONCLUSION:

Jordan (1972) sees three motivations for accountability: idealism, the way teaching should be; pragmatism, definition and achievement of goals; and expediency, financial renumeration and other rewards. Accountable to whom? Teachers are responsible for quality of services rendered. Accountable for what? Teaching as defined in regulations by the profession. When? Once solutions are found to the problems of how accountability is to be manifested, monitored, regulated, and controlled. In the teaching profession, accountability implies that a process of setting standards be developed, resources are made available to meet these standards, and regular evaluations are conducted to determine if these standards are met.

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SECTION B

THE SYPOSIUM:

MAJOR ADDRESSES AND

INVITED PAPERS

CHAPTER FIVE

NEW ISSUES, OPPORTUNITIES AND RESPONSES

by

CLAIR T. BLIKRE*

Post-secondary education in the United States has experienced growth for more than three centuries. During this time accessibility moved from "for the elite" to the concept of "universal access." This American dream, still far from being achieved, promises equality through education. Reality now demands that age be served as well as youth, that women be served equally with men, and that the poor be served as well as the rich. All should profit who are able regardless of race, sex, or socio-economic status. If this is to become a reality, it is crucial to understand that no one should underrate the capacity of a determined eager person, no matter what his high school or test records may indicate.

The one institution primarily committed to this equalitarian concept is the two-year post-secondary comprehensive college. It has its own peculiar purposes, goals, and destiny to fulfill - to serve all elements by providing a wide variety of programs, services, and activities. These range from pre-admission counseling to classroom instruction, recreational and leisure activities and then to placement services. As an increasing mainstay of mass higher education and career

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education in this country, two-year institutions have taken on a difficult assignment -- the concept of open-door, universal access to those who desire and can profit therefrom.

Will the two-year institutions enjoy the same popularity and taxpayer support in 1980, 1990, or in the year 2000 as they do today? OR, will another type of institution such as a specific type private or proprietary school be the main springboard to which people will look to as their main training avenue? The answers will depend on how well the two-year institutions respond to the needs of students and society.

Let us not forget that we who would dedicate our lives to education need be committed to serve two major forces:

1. The students; and
2. The taxpayers - parents and nation who pay the bill.

We cannot operate in a vacuum - we must know what is going on, in the present and the assumed future, and then adapt and adjust accordingly.

THE OVER-RIDING ISSUES:

Growth. Growth which has been an inherent part of the educational enterprise, no longer necessarily prevails. The golden years of the 60's, which found institutions absorbed in growth and concerns therewith seem waning as many institutions grapple with adjustments - of no growth, life in the steady state, or even declining enrollments. This also occurs at a time when a new set of social priorities prevail in which post-secondary education competes for attention with health care, public schools, the environment, and even recreation.

Go-Stop-Go. Post-secondary education has never before faced the twin impacts of a "GO-STOP-GO" situation and the cessation of along-run growth rate.

Marketability of degrees. Eighty percent of the jobs do not require a four-year college degree. Yet it is predicted that 65 percent of the young people who pursue post-secondary training may enter that kind of training. What will happen when the labor market no longer can absorb most four-year college graduates at the level of training they require, as is already evident in restricted fields? Also will the cultural revolution that appears to be underway prevail - with more young people seeking vocations or life styles outside the Horatio Algier syndrome? Higher education which was built on the work ethic may be shifting to a more sensate culture.

Economic trends. We are embarked upon an apparent period of relative economic stability. The free-spending teenagers of the 60's are now the more mature, self-directed young adults of the 70's. Will the increased competition among the 25-and-30-year-olds seeking jobs continue to prompt more people to seek out para-professional occupational training in order to qualify for the many different job openings predicted for the future?

Jobs offering more than money. Workers are not only looking for new employment opportunities and associated skill requirements, but they want jobs which offer more than just monetary rewards. Younger workers are less willing to take on assignments that provide only economic security and status. The emerging work ethic is beginning to take on a more tangible structure. It stresses independence and self-directedness and recognizes problem solving and risk taking activities. Flexible work schedules, collaborative planning of production quotas, and job enlargement require workers who can exercise a degree of self-discipline, who can understand, cope with change, and plan ahead.

Consumption-Enforced Leisure. A consumption-oriented society, like ours, with its increasing emphasis on proliferation of new products and automation of

the production process, indicates greater leisure time, at least for those in middle-level occupations. Early retirements, more flexible scheduling of working hours, and anti-moonlighting legislation are likely realities. Enforced leisure will give rise to desire for continued learning, and creative self expression.

Equality of Opportunity. Whether, a minority, son or daughter of white or blue collar worker, a low income family member, a man or woman, the idea prevails that each person should be entitled to pursue that kind of training consistant with the individual's goals and aspirations.

Jobs change. A new sense of respect is given to the world of labor, a recognition of the dignity of the work of the mind and hands. More jobs require some basic skills and knowledge in advance and a willingness to keep on learning with the opportunity to learn.

Energy. Whether we like it or not, we have gone from an "Age of Plenty" to an "Age of Scarcity." This simply means that we must either make a dedicated effort to produce more of whatever is desired, or tailor its use to living within our means. We are a land struggling to adjust to shortages - gasoline, food, and energy, coupled with inflation. The time has arrived when we must be concerned about how this happened and how we may best adjust and live accordingly.

OPPORTUNITIES:

But the opportunities are as great as ever! It is predicted the labor force will increase by 26 percent, to 113 million, between now and 1990. There will be, if present trends continue, however, a dramatic drop in high school students as couples are not only marrying later, but are having fewer children. The results would indicate that:

1. Unemployment will be easier to handle during the next 20 years as teenagers will form a smaller percentage of the labor force;

2. The country will be able to devote more of its resources to educate children because families will be smaller;

3. The people will possess more training, be better able to earn more income, and afford more luxuries; and

4. There will be a smaller proportion of new job seekers but an increasing proportion of persons with 15-20 years of work experience.

This would seem to indicate that those people who have appropriate training, ability, and desire will have ample opportunity to find satisfactory employment. While competition is presently keen, an expanding economy would indicate that not only will jobs and security be available, but convenience and leisure time will highlight a nation that will turn, hopefully, its major efforts to solve the "people problems" of this land.

It is into this kind of a society that more people who have and will continue to have more education will go. We are at a point in history that post-secondary education is available to all who want it, for whatever reason - the stage of any person, any study.

This creates problems as well as opportunities. It creates opportunities for more nearly equal treatment of all citizens, more nearly adequate service to all localities, and for more varied responses to the increasingly varied composition. It is imperative that new methods of instruction, a more thoughtful consideration of the future role of each of the major components of post-secondary education, a more careful look at the essential nature of each of our institutions, and a more systematic examination of the effective use of resources prevail.

THE NEW STUDENTS:

But, will all of this be properly understood by post-secondary institutional educators so that proper re-examination and relevant action prevails relative to the mode of operation, programs, resources, and relationships to society?

Before we can properly proceed in our business we must also know our students -- who they are and what they desire.

Kenneth E. Young, vice president of ACT's Washington D.C. office said: "Most students have vocational or professional goals in mind." A 1972 ACT study found that an overwhelming majority of students wanted either to obtain vocational and professional training or to earn a higher income. Thus, as college students are drawn increasingly from the lower socio-economic levels, the trend toward vocationalism is likely to increase. Employers are reluctant to hire students right out of high schools, even if those students are trained for specific jobs. Thus, most students must, if they want to get a challenging job, have appropriate secondary training.

In addition, educational opportunities for minorities, veterans, women, older, and working people are being made more accessible. These people may or may not be from the lower socio-economic level.

There will be more mixing of age groups. Greater numbers will return to update their preparation in a chosen field, to re-tool for re-entry, to change fields of work, to improve upon the quality of their life, and/or to gain assistance for adapting to change.

More people will continue to not only experiment with but will change jobs. They not only need but will desire opportunities to acquire new skills and knowledge, but also to develop life-time interests.

Young people reach physiological and social maturity at an earlier age. They want to be productive contributors which indicates the desire for independence and a sense of personal worth. They object to continued years of educational spoon feeding. They prefer more options to try alternatives as they select their occupations and their life styles. They want a chance to try out their skills in real life situations.

Many are the first persons from their family with any college background. This brings new problems. However, students are as effective with their intellectual development as their interpersonal and ethical development.

NEW INSTITUTIONAL RESPONSE:

It is pedicted that the two-year college will continue to absorb a rising percentage of the post-secondary student enrollment. Competitive recruitment efforts will intensify. Some institutions will fail to meet their growth goals; others will fail altogether.

The institutions that will survive will be those who respond to the pressures, to the competition, who are innovative, who lead in academic reforms, and who are and remain sensitive to new situations and possibilities.

Post-secondary education has become increasingly accessible to new and atypical groups of students. Doors are opened to older students, to the economically and socially disadvantaged, and to students whose high school grades and aptitude test scores are low. Educators must appropriately recognize that access alone is not enough; we must provide the "ways and means" for each student to succeed.

The traditional concept that an education must be obtained right after high school, between the ages of 18-22, on some campus, through the "tell" method, is

under severe scrutiny. There is a realization that much learning takes place before, outside of, and after selected post-secondary training. We need to realize that generally;

- grade and high schools are better;
- parents are better educated and can help youngsters more;
- TV, films, books, and travel all assist in the learning process and are more available; and
- post-secondary institutions provide a smaller proportion of life-time knowledge.

There is also a growing realization that formal education should be spaced over one's lifetime with less time spent during earlier life and more spend along the way as the individual desires and needs.

Former HEW assistant secretary Marland said: "We can no longer afford to ignore the fact that a substantial amount of what we call education is of no demonstrable use to the student's cultural, philosophical, and spiritual self-fulfillment or for his practical occupational preparedness."

The institutions of tomorrow - and they may or may not be the comprehensive two-year institutions - will be those who understand and react positively to the tenor of the times. This implies that relevant institutions must:

1. Accommodate a greater awareness of and respond to the quest for institutional and social pluralism. The various publics want a greater voice in determining policies that affect them.

2. Determine priorities - which problems and programs will be most urgently addressed?

3. Provide accountability and standards for performance assessments; and

4. Initiate significant and far reaching reforms - reforms that realize we are dealing with people who have ideas, feelings, and aspirations, and these people in turn must understand the rapidity of change, how the effects of acceleration penetrate one's personal life, behavior, and quality of existence.

The institution of tomorrow must understand then and respond to the circumstances that prevail.

SUMMARY:

So what must be the institutional response? First to understand itself! Who are we? What is our mission? How may we best carry it out? What must be our internal structure? How may we adapt effectively programs and activities to meet the need of our students? How may we most effectively utilize our resources?

The key for survival will be: Continued adaptation to the changing educational and occupational needs of students and society.

Secondly, it must understand its clientele - STUDENTS. As vocational aspirations prevail, is it not reasonable to conclude that an institution could best serve its students by offering "helpful career guidance?" We must look to groups other than the traditional "right after high school students." That includes adults making mid-life career changes, retired persons, military personnel, and even contract instruction for business, industry, and professional groups. In addition to career counseling, which may well be the institutions' major thrust, it is important to evaluate the curriculum to relate it to career clusters, coupled with cooperative work experience.

The rigid lockstep patterns of courses, sequences, and attendance regulations that are not conducive to effective learning must be changed. Provision should be made for "GO-STOP-GO" periods after high school that may be spread over a broader span of years. Work experience (after high school, after one or two years of

post-secondary training, or during this training by short-term, cooperative, apprentice programs, or on a part-time basis) must be considered and given appropriate credit. This work experience also results in more clearly formulated career goals as well as a better understanding of how additional training contributes to personal development and achievement of career goals.

More part-time students, more mature and better motivated students, will seek training at different times. This will require that the institutions devise appropriate teaching methods, faculty attitudes, course scheduling, and achievement testing in order to accommodate student demands.

To remain competitive, colleges will need to respond effectively to the growing demand for compensatory educational programs, particularly for older adults. Expanding minority group enrollments will require increases in minority administrators and faculty members. Extended day programs will need to be designed around student requirements and schedules; continuing and adult education programs must deliver the goods or step aside!

It should also be understood that the future participants in post-secondary programs will seek to assure:

1. More availability of service and work opportunities to complement academics;

2. More use of advising and counseling services related to academic choices, job opportunities, and personal adjustment;

3. More experimentation with grading and evaluation procedures and practices; and

4. More use of the library as a learning center, more use of electronic technology as an alternative to traditional methods of instruction, and more opportunities for individualized instruction.

The success of the two-year college as a social institution dedicated to effective programs will depend, in large measure, upon the success of its educational endeavors with non-traditional students. Whether the students are labeled disadvantaged, remedial, low-achievers, developmental, non-traditional, new, marginal, probationary, deprived, or special, they all have one basic thing in common. They simply do not fit into the normal mold labeled traditional students.

They are, however, students found in ever increasing numbers in our institutions. The open door policy and universal access concepts have meaning only if these students are educationally accommodated. Educational accommodation implies a responsibility, a response, that goes beyond custody and cooling out functions. It suggests that the institution has value to the extent it provides successful and meaningful learning experiences for each of its students.

CONCLUSION:

How does all of this compare with what is being done in your respective institutions?

Frankly, I doubt if the open door and equal access concepts will be a reality until two years of post-secondary education is made available to all who desire, at no cost, to the individual. This would first force some necessary action. It would necessitate a state plan for all post-secondary education, in which the role and mission of each institution would be carefully delineated and criteria to assure quality programs, challenging environments, and effective use of resources would be. It would place appropriately before the state its recognition and hopefully acceptance of its educational and financial obligations.

The two-year post-secondary students are no different than other students. They come to us, all sorts of them, and only ask that they be accorded their

rightful place under the setting sun. All we have to do is recognize that each student has particular interests, needs, and abilities. Our mission, our response, must be to provide for those programs and activities so that we can develop a total person, a person who will not only seek and secure appropriate employment but who may live a normal, happy and peaceful life, and in the process contribute to himself or herself, family, community, state, and nation.

The future for post-secondary education includes:

- Greater equality of opportunity;
- More options for students;
- Less time to complete specific training; and
- More adult and continuing education.

It's time to quit vacillating - LET'S REALLY GO TO WORK!

CHAPTER SIX

NEW NEEDS OF NEW RURAL STUDENTS

by

MARTHA TURNAGE*

This is the most challenging and exciting of all times for rural community colleges. Their students represent a society in transition.

Is there any appreciable difference between new needs of new rural community students and those who attend urban and suburban community colleges? Yes and no. The same causative factors affect all groups of new students. However, because of the historic rural traditions and the momentum built up by the time social change hits rural areas, the impact is more acute; thereby, activating more intense needs. Institutional response to these needs must be structured quite differently in rural areas. The greatest need, but greatest fear, of both rural students and rural communities is to accept openly the risk of exposure to changes in the larger society.

The 450 rural community colleges serving communities of less than 18,000 population have more homogenous student bodies than their urban counterparts. Until recent years these students had reasonably predictable futures, as did their communities. The traditional rural life-style has not equipped rural students to deal effectively with overchoice and cross-cultural value systems, characteristic of a more cosmopolitan society. Mass media, federal and state legislation,

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extension of services and transportation systems have thrust rural communities into the midst of the 20th century without transition preparation; thereby creating special needs in non-traditional rural community college students. Unless these needs are recognized by institutions, and responses developed to meet them, these new students' second chance will be community colleges' last chance with them.

Many of the identified new students are part-time students. A study released recently by the American Council on Education indicates that part-time students appear to have equal or more serious motivation, and drop out less frequently than full-time students.

THE NEW RURAL NEEDS:

Whether the new rural students are part-time or full-time, they bring with them needs to which institutions must become sensitized. Four of the most crucial of the social and psychological needs are:

I. The need for students to be able to cope with complex social problems and to assess changing societal values without losing their own identity.

II. The need for students to develop the flexibility to cope with personal and social crises they will encounter throughout life.

III. The need for students to develop strategy for personal career development and a desire for lifelong educational experiences to meet the demands of the changing job market.

IV. The need for students to expect institutions to view them as consumers, and to require of community colleges more convenient, flexible, adaptable and realistic delivery of educational services.

The population trend is now reflecting a "moving bump" -- the arc of the curve moves with the so-called "war babies." In the '60s this part of the population was traditional college age, but most did not attend college. Now they are over 25 years of age, and entering community colleges in increasing numbers. Many have

not previously had positive educational experiences. How institutions deal with these new students and respond to their needs in large measure determine the future of rural community colleges. (A prediction footnoted by the shrinking high school enrollment nationwide, and especially in rural areas.)

Let's turn to a closer examination of each of these needs:

I. The need for students to be able to cope with complex problems and to assess changing societal values without losing their own identity. It is particularly important for rural students to be exposed to a more cosmopolitan society during their college experience, both because many of the younger students will be part of the out-migration, and to combat provincialism of those who remain at home. This exposure can be achieved by assemblying a faculty in a rural setting representative of differences in race, background, political and social orientation, and broad educational experiences. Development of an understanding of people who are different enables students to move from culture to culture without embarrassment.

Rural students can be helped in learning to make independent decisions and in establishing a strong personal identity. These furnish the psychological armor necessary to cope with different ethnic cultures and value systems groups, and such social changes as pollution control, emergence of the "gay" society, women's lib, changing moral values, political issues, and other social problems facing America today. A student-centered rural community college can teach human relations skills as a total institution. Relevant experiences sensitize students to their own prejudices and help them in the development of interpersonal relationships and self acceptance. (This can only happen if an institution self-consciously determines to be a student-centered institution.)

II. The need for students to develop the flexibility to cope with personal and social crises they will encounter throughout life. It requires courage to accept the changing needs of one's internal self without rejecting community mores and values; to be able to live with frustration and ambiguity with a sense of inner serenity. A delayed reaction has caused "future shock" to come to most rural areas with a far greater emotional impact than in urban areas, where the seeds are sown by diversity and pressure. A devastating momentum has built up by the time many social crises arrive in rural areas.

Because society is changing at a more rapid rate than flexibility is developing, rural community colleges have special counseling functions to perform. For example, many of the new students are wives and mothers who are rebelling against the "barefoot and pregnant" syndrone. Many fail to handle this rebellion gracefully. Many young people are following national trends and no longer concealing drugs and premarital sex relations, causing trauma in family circles and consternation in the sheriffs' offices. Older citizens are deciding they would like to obtain the education they have not had a chance to get before, but most are timid. Serious identity problems loom for middle-aged, undereducated men whose jobs become obsolete because of automation or changing economy of the region. Local governing bodies are faced with revenue sharing, codes, legislation and regulations for which they have had no preparation as country store operators who were elected to public office.

All of these are potential community college students. They are persons with needs. Community college serving new rural students must address themselves to the needs faced by these students, or they will seek help elsewhere.

III. The need for students to develop strategy for personal career development, and a desire for lifelong educational experiences to meet the demands of the changing job market. Learning must of necessity become a lifelong process,

particularly for the employed adult. With the volume of the world's knowledge doubling every ten years, some of the original training becomes obsolete and must be continuously replaced with newer knowledge. In fact, in some of the scientific and technological areas, the half-life of technical training is less than seven years. Community colleges must respond to the need of new students to be prepared to be trained and retrained for whatever the future holds. (Community colleges say farewell to their graduating classes year after year, without ever seeming to realize that future continuing education students are walking out the door when the colleges should be re-enrolling them.) The understanding must be instilled in students that the certificate or degree awarded at graduation is merely the base from which to operate in a more self-directed education. Rather than defining a career ladder, educators should be considering a network or grid in which movement may be both vertical and horizontal.

The United States Employment Services gives guides to this self-directed learning when it describes work as divided into work with data - people - things. These new students must be given a perspective of career development that precludes disillusionment about the value of education and establishes a springboard for continued education.

IV. The need for students to expect institutions to view them as consumers, and to require of community colleges more convenient, flexible, adaptable and realistic delivery of educational services. Students have found that college is not the only way to get an education, and that getting a degree is no guarantee of getting a job.

THE BASE FOR NEW RESPONSES - DEMAND:

A new definition of post-secondary education is being forced on institutions by funding agencies, research foundations and legislation. However, the new

students can give valuable assistance to rural community colleges by establishing their own expectations and openly expressing them, rather than just dropping out in silent protest. Public community colleges will respond when potential students, which encompass the total community, make their needs for non-traditional educational services known.

All too often, college officials decide what is good for the community without ever asking the community what it wants. Rural community college administrators and faculty need to understand the mores and folkways of their community before attempting to structure the educational delivery system. That which will work in rural Kansas may not work in Appalachia. Until community college administrators become aware that new students could care less about organizational convenience of credits, terms, admission and registration procedures, faculty schedules and on-campus room utilization, the proprietary and industrial schools will continue to make deep cuts in enrollment potential.

Unless rural community colleges work consciously with new students in developing convenient, flexible, adaptable and realistic approaches to the delivery of educational services, the part-time adult student will likely seek needed training where certificate competency for jobs is more readily obtainable in a shorter time frame. Institutional procedures and instruction should be organized amoung student needs rather than organizational convenience. In rural areas, students would still prefer education from a college because of the esteem attached to the institution. They must make their needs as consumers of educational services known.

CONCLUSION:

Community colleges can never meet the new needs of students, rural or otherwise, until they create the kind of institutional atmosphere in which feelings are accepted, in which people freely enter into dialogue with one another, in

which there is an acceptance of differences, in which the territorial imperative is diminished.

This examiniation of new needs of new students shows clearly that they are needs of individuals, regardless of where they live. The needs are not unique to any segment of society. However, as rural institutions examine these needs, they will find that their responses will of necessity be different because of their location. The college that is serious about serving the new student is taking a risk -- the kind of risk that keeps an institution vibrant and alive, a self-renewing organization.

CHAPTER SEVEN

A LOOK AT NEW STUDENTS AND NEW INSTITUTIONAL RESPONSES AT LOOP COLLEGE

by

EDWARD R. HOMEWOOD*

To begin, this paper presents some statistics on student enrollments, then a profile on characteristics of our new students. Mention is then made of programs responding to these characteristics. Warning is given that, at our college, some of these programs are now old enough to be "traditional." After citing a recent study, there is suggested much needed new responses. This paper concludes with a couple of program examples from the Loop College, Chicago City Colleges, which illustrate my generalizations.

LOOP COLLEGE - STATISTICALLY:

Chicago City Colleges (CCC) account for more than 1/4 of all Illinois students, with 56,855 enrolled and an FTE of 29,918. This represents an enormous growth patterr for CCC which we expect will continue. In the academic year 1969-70, CCC taught 138,793 credit hours; only 4 years later, during the academic year 1973-74, it taught 586,685 credit hours. This did not include courses in basic education, GED preparation, CLEP preparation, nor high school credit, all of which would swell the figure considerably. In its recently published master plan, CCC announced that it expected a growth to 120,000 by 1980.

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There are several reasons, perhaps unique to Chicago, for this anticipated growth. First, Chicago's college age population will increase by 20 percent, and the ratio of college enrollment to the population is also increasing. For the first time in the College's history, a modest fee structure will go into effect in fall, 1974. But it is not expected to inhibit the College's growth. Secondly, the needs of industry and business are increasing, while the technical proficiency of students graduating from urban schools is decreasing. Finally, the areas of Continuing Education and Community Services are expanding at an explosive rate.

The present Loop College (one of Illinois' largest community colleges) represents 36 percent of all CCC enrollment with 15,740, students of whom 4,000 are Continuing Education and Community Education students. This represents a growth from 2,562 students when doors were opened in 1962 and when there were no Continuing Education nor Community Education students.

Of present enrollment 2,031 are full-time and 9,709 are part-time, with 2,047 off-campus and 9,423 on-campus. Of those who are off-campus, 65 never see a classroom but do study at home. Basic college campus enrollment will not rise above approximately 20,000 because CCC new skills centers and satellite colleges will be opened to absorb some of the new enrollments.

Loop College is situated in a 17-story downtown building where it is able to take advantage of Chicago's unique and extensive transportation system. Our students come from all 50 of the city's wards. Nearly every parochial, public and private school in the city is represented in the student body. There are few out-of-state students. In addition there are over 400 foreign students from 53 nations; those nations most heavily represented are Mexico, Thailand, Korea and Poland.

STUDENT CHARACTERISTICS:

As for the characteristics of our "new" students, ethnic and racial factors are becoming stabilized. Our College almost equally mirrors the demography of

of Chicago. The student body: is 43.4 percent Black, 43.5 percent White, 7 percent Latino, 2 percent Oriental, 1.04 percent American Indian, and 3.7 percent who identify themselves as "Other."

Students are not as young as they used to be. Only 27 percent of our students are under 21 years of age. Twelve percent are over age 41. Three percent are World War II veterans.

It is likely that this trend to older students will increase. Since passage of the California bill, requiring accountants in that state to obtain retraining and refresher education every two years, has brought the possibility of compulsory education for adults in other states one step closer.

In any case, even if it does not become compulsory, it is likely that further education would be elected by adults. In a recent ETS survey, 33 percent of all adults questioned had had some education experience in a classroom during the previous twelve months.

Several sexual and social characteristics of students will change. More women are in college than ever before. As women define their need to be more independent and self-sufficient, their numbers will increase still further. In addition, gay people are now demanding and getting courses which speak to their life-style and needs. For those of you who doubt that this will become a reality in your college, please note that genital gender identification is becoming more and more common, and predictions are that it will soon be an ordinary thing to see on student census reports GF meaning Genital Female and GM meaning Genital Male.

STUDENT GOALS:

Education and aspiration categories are changing. We see fewer people with a high school diploma. Of those who do have the diploma, we find that we must test our students to discover whether they can read and write. It is no longer uncommon to have an entire class of high school graduates whose reading ability

is about 6th or 7th grade. During a recent year, we admitted dozens of students who scored only 1 on the ACT, a feat which is statistically almost impossible. Even with this kind of training, our students are extraordinarily ambitious; only 2 percent want less than two years of college, while 87 percent want at least an AA (and 11 percent want "something else" -- they know not what!)

Many of these students among the 87 percent AA aspirants express almost impossible goals -- Phd's in History, M.D.'s in Neuro-surgery, and the like. However, there are any number of students (and these are becoming increasingly common in the make-up of the student body) who are people not traditionally goal-oriented: widows; divorcees; retirees who have always wanted to study some specialty, but have been unable to; and other people who said they could not, for some reason or other, go to college when they wished to earlier are just a few examples.

Many of the new ones are socially and politically sophisticated in the extreme:

CASE ONE: I recall during the late 1960's facing a Playboy Bunny, who was without a doubt the most sophisticated student leader I had ever encountered. She came from a well-connected Dallas family who were socially prominent, who had many political and financial connections, and who gave substance to her extraordinary command of radical rhetoric.

CASE TWO: In another instance, the mistress of a high Mafia hit man came to use for courses while her protector was off accomplishing his various missions for his organization. Since his career required several time-outs during which he hid in obscure islands and wanted her with him, she would drop out of sight for whole semesters at a time returning as opportunity would allow for courses in Creative Writing. Surely some great novelist will come from this combination!

STUDENT ECONOMIC STATUS:

Economic categories of students vary widely, but they are evidently not as poor as we thought. It is rare, as I once did, to find a student, age 19, who was worth $13,000,000 in his own right; it is much more common to find students who cannot come to class because they cannot afford the bus fare.

In any case, among our students, only 20 percent come from a household which has access to $6,000 or less. Interestingly enough, only 20 percent ask for financial aid. Seventeen percent are family supported while 82 percent work (well over half of those work a full 40 hour work) and 68 percent are fully independent financially. In spite of these figures, the College will increasingly have to address itself to the very poor as well as the very rich.

Since so many of our students are already on the job, it is not unusual that occupational goal breakdowns would appear as they do: 39 percent of our students want to major in business, and 17 percent in Education, while only 2 percent want to concentrate on trades and technical education, and 8 percent remain undecided. It is this 8 percent which I think will increase and to whom we must address ourselves.

There are a number of students who do not fit into any of the above categories, but who are nonetheless special cases with whom the College will find itself involved. The physically handicapped are the largest group, and I have already spoken of this above. A third large group are the religious, many of whom still maintain strong affiliations with their mother church, but increasing numbers of whom, whether traditional or fundamentalist, do not maintain very strong ties, often for reasons bearing directly on educational needs. In addition, if the rehabilitation function of prison work continues to receive the emphasis

that we all hope it does, those now classified as criminals will become a part of our student body. With the increasing emphasis on the education of the mentally handicapped so that they can become useful citizens, more of these people will appear. In summary, all those who are, because of attitude, education, and/or background, are incapable of being operative individually within our society as it is presently constituted will become the students of the new community college.

NEW RESPONSES:

What are to be the new responses? Several areas become apparent almost at once.

1. Counseling: a different kind of student counselling will be required. I sometimes call this "mothering" (although this is a term counselors dislike), since it is apparent that the characteristics of this new urban student body will involve first of all getting rid of the student's anomie. The pressures of a big city are enormous and they can be crushing; whatever the form they may take, the end result is very often a feeling of anonymity and the first requirement for these students is to feel that they are somebody, that they matter. (Not inconsequentially, this means restoring their norms and standards, both social and academic).

2. Testing: this will become very special, not only because of the student backgrounds, but also to provide a result which we can easily manage and correlate with the new technologies available.

3. Texts, in which we decreasingly see the use of the standard bound, published book, but more reliance on class-developed course materials, on electric wizardry, and on computerized aids.

4. Classes will have to be organized so they are responsive to the student population in ways which were not needed before, nor are much needed in the large university lecture-hall situation.

5. Room locations and room configurations also need change: seminar and lecture halls will serve sometimes, but the carrel, the home, and the office are much more likely to become the classrooms of the future. (Not much thought has been given to cars, trucks, cabs, airplanes and so on as classrooms, but that is coming.)

6. Service hours. The hours the college is open and can serve its student body are the sixth area of response. Loop College now operates fourteen hours a day and all day Saturday; pressures to go to a seven-day week and twenty-four hour day will increase (and we may very well do that).

7. Faculties. The changing nature of faculties which increasingly include representatives of the various minorities and out-groups already mentioned as comprising the student body. Faculty are themselves more likely to have had some Community College experience.

8. Finally, Administration. Administrations which are caretakers for such a new student body and changing faculty will be, of necessity, men and women who are not trained in the usual ways and who can respond in much more original fashion than present administrators have generally been able to manage. Traditionally trained and unchanging administrators have, at most, twenty more years. When the new breed arrives, the changes will be staggering to the Old Guard.

FUNCTIONAL PROGRAM AREAS:

At Chicago City College, there are six functional program areas. When we began these, they were, we thought, innovative, but they are by now so well established everywhere that they are almost traditional:

1) Business, Data Processing and Management, containing 17 programs, ranging across several occupational specialties and career ladders;

2) Creative, Cultural and Performing Arts, including 7 programs, one of which recently took an innovative turn--a speech teacher and a psychologist devised a workshop for the communications division of the Chicago Police Department;

3) Engineering and Industrial, with 17 programs, ranging from Wastewater Technology, through the Highway and Structural Drafting program, to a Building Management and Maintenance (with a basic certificate upon completion) which was organized out of the Cook County Sheriff's office;

4) Health and Health-Related, containing 12 programs, sometimes tying in with other programs, such as the Hospital Secretary which is included under 1) above;

5) Public and Human Services, including 29 programs, diversified over such examples as an Executive Development Course and a Police Academy Recruit course in General Education;

6) General Programs, serving students transferring to a 4-year institution; and,

7) Special programs, such as the Federal Regional College; the First National Bank Cooperative (truly a landmark, since it finally reduces to practice what has been a lot of rhetoric over the years about the cooperation between industry and the campus); a College Acceleration program, in which high school students undertake college work before they graduate from high school; an Honors program; an Individual Needs program, and a TRIO program.

We are about to tie into (Fall 1974) a computerized learning system called "Plato" similar to the system installed by Rhode Island, programmed by faculty, and which has excited a very enthusiastic response from students and faculty alike. Our TV college has just issued its fifth annual report and suggests that,

with the addition of cable TV and a 2500 megahertz Instructor TV fixed station, they will have a four-channel talk-back system in which students, either from home or office, will be able to interact with their instructors.

As I know it has for all of you, the number of credit hours offered via CLEP has increased almost tenfold; from 84 in 1970 to 806 in March of 1974, with a total of some 47,286 credit hours all told.

But these specific "hardware" responses are perhaps not enough. In a recent survey by K. Patricia Cross (1973), mostly derived from a series of California samples, several new facts about the new students show up. 1) Most low academic achievers nationally are white (in Chicago, this is not true). These low achievement scores come from high school populations as well as those enrolled in community college remedial classes. 2) They are interested in occupations they have already chosen. 3) They say they wish to interact with people, not with ideas. 4) They prefer to manipulate concrete objects, not abstract symbols. 5) Their most urgent requests are for a sense of community, cooperation among individuals, and trust on the campus.

In addition, Cross discovered that, among all the things students expected colleges to do for them, they wanted academic development, which now ranks first, to be ninth. Furthermore, when the same question was asked of faculties, administrators and trustees, the statistics were exactly the same: present ranking for academic development is 1, but desired rank is 9. However, Cross concluded these students (and faculty, administrators and trustees) were not anti-intellectual because they all wanted very much to develop 1) a competency for the rational analysis of problems 2) a commitment to lifelong learning and 3) a desire to engage in self directed learning.

All four groups agree, in this California sample, that there was a greater need for more individual personal development (see "mothering" above); for under-

standing themselves; for developing self confidence; for improving their relationships with others; and, finally, for setting and achieving personal goals.

SUMMARY:

What are the needed new responses to these expressed desires? It would seem to me that while a number of the new responses will translate themselves into individual and unique institutional situations, a change of attitude more than anything else is required.

First of all, we will have to accept the student where he is, not where we would like him to be. A recent study by one of our faculty, Mr. Charles Southern, showed that teachers are discovering in many places throughout the country that Blacks learn standard English patterns very quickly once they understand the pattern of the so-called "Black English." Black English posesses many of the characteristics of Russian, Chinease and various African languages. Once these characteristics are understood and seen to constitute a formal whole, it is a simple step to learn the patterns of standard English.

Secondly, it will be necessary for the Community College to stop saving souls. Dr. Morton Rosenstock, Associate Dean of Bronx Community College allowed himself to be quoted only a year ago as saying "even if only a minority of them make it, it is that many who have been saved from going down the drain." This is white, middle-class, paternalistic bosh--obviously, the students were already going upstream when they arrived. I noted in a recent Wall Street Journal that Bronx Community College enrollments have dropped drastically. Whether the two events are connected, I do not know, but it strikes me as likely.

Third, it will be necessary for community college faculties and administrators to get their feelings and prejudices out in the open so that they can be dealt with. Whether this takes the form of retreats, planning conferences or whatever, it will benefit the college enormously if the biases are openly acknowledged,

then openly dealt with. It is obvious that many of the faculty and administrators at this Institute cannot yet deal with their own feelings about gayfolk - how then are they to teach the more flamboyant members of the gay community? Badly is the probable answer - until they begin to come to grips with their own feelings.

Fourth, we will have to stop fooling the students. Most of them have been fooled for at least twelve years of educational experience; many of them were given high school diplomas certifying their competence when they did not have any. We must not promise what we cannot deliver. I find in my own classes that students are grateful when I tell them that the Aristotelean divisions of rhetoric and approach to logic does not solve problems, but it does help them to organize data in such a way so that the problems can be solved.

Fifth, there is an enormous mis-use of language that contributes considerably to our problems. Two instances will suffice. I have heard faculty and administrators throughout this conference refer not to "students" but to "end products" and "degree holders," and the simplest and most damning misuse of all is to refer to a person as a "that" instead of a "who," as in "the student that." If we wish to produce the whole person, the least we could do, would be to stop referring to him as an "it."

Finally, various special responses that are called for at Loop College are delivered through an organizational structure designated the Public Service Institute and Office for Special Programs. This group contains, among many others which have unique programs, a Continuing Education and Community Services office which is headed by Dr. Aimee Horton. A number of interesting and unique institutional responses have come from her office:

1) Training for Leadership in Spanish-Speaking Organizations--one of the things we discovered was that communities dislike being led; they want to lead themselves, but sometimes lack the training and skills necessary

to be effective; our response was to train them in the skills they needed and then to leave them alone; they have done an enormous amount of work, some of it very exciting, since we first offered the training.

2) Making the City More Livable, a program to train older adults for leadership roles in defining and completing environmental improvement projects.

3) La Universidad Popular, a community educational center which, in its early days, received national attention for its innovativeness; it has offered some 350 separate courses, seminars and institutes, as well as counselling some 2400 people.

4) Buying Clubs, a self-help consumer oriented project that is almost self-explanatory.

5) An Alternative High School Completion Program, which was concentrated in an area where some $2.5 Million had been spent on mental health problems. There had been a 71 percent dropout rate among this population; 147 students have now completed high school, and 350 are waiting for spaces. This program was one of the first in the country to include what is now called "life credits," units of credit granted for experience equivalent to classroom experience, and was set up as an alternative to those who could not, for one reason or another, complete the GED. The area is marked by a new stability, and by a sense of worth -- it is abundantly apparent that the money spent for mental health programs was being foolishly concentrated on the wrong end of the problem.

6) Parents and Teachers Arts Projects--a program to train parents to aid teachers in the Creative Arts, something that the parents themselves had requested and the teachers greatly desired.

7) Heart Disease Prevention program;

8) New Start, a program to help the old define and undertake new social roles for themselves and for others.

9) Peer Group Education and Counselling, a program designed to aid these who have trouble surviving on welfare, even though there is no other alternative, and taught by those who appear to survive it, even rise above it.

CONCLUSION:

To all of this, there may well be a feeling of deja vu, that many of the ideas are not very new, that in many ways the students discussed are not new students at all. In fact, my first response to this assignment was "but there are no new students!" It seems that, in America, we are always facing the same situation--more new students, more new institutional responses. There has been a continual re-shaping of education in this country as we moved to make universal literacy a fact so that our political ideals could be realized.

Perhaps, in the long run, what I am talking about is simply a spiral of some sort, so that we seem to be passing the same point over and over again. Nonetheless, it is an outward and upward movement, and there are new students. And there will be new institutional responses, or there won't be any more new students. It is our job to work on that problem into the foreseeable future.

CHAPTER EIGHT

STRATEGIES AND SPECIAL SERVICES FOR THE COMMUNITY COLLEGE STUDENT IN URBAN SETTINGS - ONE APPROACH

by

GEORGE YEE*

> Metropolitan areas have most of the people, most of the money, most of the jobs, most of the schools and colleges, theaters and museums. They also have most of the problems - debts, political corruptions, racial tensions, deliquency, and unemployment.[1]

When one thinks of the institution called "college" seldom does the urban institution come to mind. Urban institutions present many differences from the traditional "college." The college buildings may be a mere group of buildings undifferentiated from the apartments and/or business buildings. The campus may, with luck, include a parking facility.

The Auraria Campus is located in downtown Denver and is one of three campuses of the Community College of Denver. The Community College of Denver serves the five county metropolitan area of Denver. It is one of the colleges in the state system created by the Colorado State Legislature in 1967.

The Campus offers students from the city and county of Denver a comprehensive program of instruction in general studies and specific occupational areas

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[1] Havighurst, Robert J. Education in Metropolitan Areas. Boston: Allyn and Bacon, 1971.

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which may lead to an associate degree or certificate attainment. The major thrust is towards occupational programs with the intent to maintain at least 50-50 enrollment ratio between occupational programs and general studies. This ratio is currently 75-25 with the majority enrollment in occupational programs.

The philosophy of the campus encompasses: 1) open admissions regardless of previous academic attainment; 2) the implementation of a system of continous registration; and 3) nonpunative grading.

THE URBAN STUDENT AT DENVER C.C.:

The increasing numbers of urban students has required better definition of who these students are and what must be done to accommodate them.

The student body of Denver's Auraria Campus encompasses all socio-economic levels. It is multi-racial, multi-ethnic with the major racial and ethnic groups being: Anglo (white), Chicano (American born Mexican Americans), Black (Negro, Afro-Americans), Asians, Orientals, and Native Americans (Indians). The Percentages of students representatives of ethnic groups other than Anglo is in excess of 45 percent. The average age of the student body is about 28 years.

These students include those:

1. Who adapt with difficulty to the traditional methods of instruction.
2. Whose personal situations are not accommodated by the typical school day.
3. Whose linguistic and cultural problems transcend present approaches to visual and oral communications.
4. Who have an aversion to the college campus for cultural or other reasons.
5. Who are aged and for whom the college campus is inaccessible.
6. Who are college graduates and post graduates whose concern is for new information rather than college credits.
7. Who are interested in immediate new information rather than college credits.

8. Who are interested in immediate short term retraining and job up-grading.
9. Whose anxiety about the attainment of education overpowers their motivation to attempt its acquisition.
10. Those for whom the entanglements of their personal lives infringe upon their studies.*

Because of the nature of its students, the mission of the Auraria Campus has become to improve methods of instruction which will benefit not only those who find their way to the campus but to devise means to reach those who have been unreachable. The response of the Auraria Campus is to attempt to provide access to educational opportunity by a variety of methods.

NEW RESPONSES:

First, flexible scheduling is provided so students can develop class schedules to accommodate their unique needs. This involves a variety of scheduling techniques to include the traditonal methods of scheduling, modular scheduling and mini schedules of intensive short term courses for full term credit. Additionally, it involves personalized independent, unscheduled, self-pacing instruction.

Second, instruction is non-comparitive. It is based on developed or prescribed performance objectives and a one to one and small group interfacing of students with instructor. It necessitates the development of package courses that facilitates supervised independent study, and facilitates media and hardware that accommodates this need. Courses packages, programs and course modules are being developed that can be studied at home with necessary media and equipment that require a minimum of supervision. These meet the needs of persons who find it

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* EDITORS NOTE: See Chapter Seven for another description of the new urban student.

difficult to maintain any/a schedule on campus but who can arrange to meet periodically with an instructor.

Third, access to educational opportunity is assisted by out-reach centers within cultural surroundings familiar to the student. These attempt to meet the unique cultural needs of persons requiring supervised instruction but who do not initially come to the campus. These are persons whose culture is idiginously yoked to the barrio or ghetto and for whom the environment of the college campus can be initially traumatic. Many courses at these centers are developed to cater to the culture of the community in which they are offered.

Fourth, independent study and continuous registration allow a student to enroll in any class or receive instruction throughout the quarter. To facilitate this program of continuous registration, the counseling division, in conjunction with divisional directors and instructors, has set the time when a student may enter different classes and possibly receive a passing grade through classroom instruction. Students who enroll after this time may enter classes utilizing the resources of the instructional laboratories.

Fifth, faculty develop courses in modules for independent study for the period during which the students may enter and receive a passing grade. Additionally, materials relevant to their courses are developed or recommended for purchase by instructors and deposited in the instructional laboratories.

Students who do not achieve success are not penalized. Those who enter very late in the quarter may receive an incomplete which may be made up during the next quarter or by arrangement with the instructor. Students who would receive a "D" or failing grade may elect not to take the grade and receive an "NC" which signifies no credit and which is not reported on a transcript. They must however repeat the entire course to receive credit.

STUDENT SERVICES--KEY ROLE OF COUNSELOR:

Meeting educational needs of the urban student requires a redefinition of student services. A new conceptual framework has been devised so counselors are more involved in mediating the learning needs of students. The counselor is out of the traditional mold of non-directive counseling. Practical approaches to the mediation of learning problems of students, are stressed. Personal social problems are mediated in order to facilitate development.

There is debate about decentralizing counseling centers and locating them and counselors in instructional divisions or scattering them about the campus. This debate continues because of the concerns of the teaching faculty and some administrators who are constantly asking for some justification, job description or role definition for a counselor.

However, the bias here is that to serve the needs of urban students, counselors and counseling services are necessary to the college operation. There is no longer, to me, any question of their role or reason for being. In particular at Denver counselors are not static. Their roles are well established and their influence is being felt.

COUNSELING TEAM:

To assist counselors on the Auraria Campus to serve the mediationist function, a team approach to counseling has been developed. The team is comprised of the counselor, para-professionals or counseling associates and peer counselors called student associates. Special functions are delineated for each member of the team. The counselor is the team leader, all members of the team interface with students in relationship to their function and provide feedback to each other.

Through this team approach a variety of student needs are met and many of the subprofessional and routine matters often handled by counselors are accommodated by the others. The team approach, for example, frees counselors for short term

intensive adult seminars tailored to the participants. Such seminars are conducted on campus for the elderly, bi-cultural, linguistically different or deficient, reluctant adult students, students who study independently and others.

SPECIAL LABORATIORIES:

The mediationist role of the counselors is furthered by instructional and skill building laboratories. The laboratories are instructional resources specifically designed to cater to the personalized learning needs of students at an open door institution.

The system of laboratories on the Auraria Campus includes: a Vestibule Instructional Laboratory, the Developmental Laboratory, the Language Laboratory, and the Business Support Laboratory, The Vestibule and Developmental Laboratories are part of student development services but afford counselors and their teams access to the laboratory instructional staff which are qualified faculty, paraprofessional and peer tutors. A variety of teaching techniques and methodology are utilized and employ the use of diversified, commercial and instructor developed media and ecuipment. Referrals are self initiated, faculty initiated, or counselor initiated.

The purpose of the Vestibule Laboratory is to provide personalized, nonthreatening, self-paced, independent, small group instruction in basic academic skills. All students utilizing the resources of the Vestibule Laboratory go through an intake process of testing for diagnostic purposes to pinpoint areas of weakness in order to develop reasonable prescriptions of performance objectives. Students are then assigned to instructors who assist them in attaining their objectives.

The purpose of the Developmental and Business Support Laboratories is to provide tutorial assistance for general education courses and occupational

programs offered at the college. In the Developmental Laboratory, the instructional divisions locate teaching materials and equipment correlated with programs and courses of instruction. Other supplementary and enrichment materials, print and non-print, are also located in the Developmental Laboratory. Faculty recommended for appointment to the laboratory staff by the instructional divisions also participate in divisional meetings in addition to those of the laboratory staff.

The Language Laboratory primarily accommodates the language curricula of the campus, including English as a second language. However, it too is utilized as referral resource for students with linguistic problems.

OTHER SPECIAL SERVICES:

To aid the urban student at an institution such as Auraria, additional services are being developed beyond counseling. Special services are offered students with problems that transcend those for which counselors are equipped to help. Referral to social agencies is not viewed as enough. The college will have to meet these special needs as part of student development programs.

The Auraria Campus expects to provide helping services as part of its student development program. These include a full time social worker to offer intensive case work services for students in coordination and cooperation with existing social service agencies. The services to be offered will include those of legal aid, drug control and health and personal finances. Counseling and rehabilitation will be offered ex-convicts, law violators on probation, the emotionally disturbed and the physically handicapped. Additionally, day care service is planned for children of students enrolled.

Students needing these services are presently in attendance, more such students will attend in the future. Their needs are presently not met.

CONCLUSION:

The diverse characteristics of the community college urban student and his needs presents a mandate for special staffing. This should be accomplished with a dedicated commitment to these special students. The Auraria Campus Denver Community College is committed to the recruitment and hiring of staff to serve in unique capacities.

The philosophy and commitment of the Community College of Denver, Auraria Campus is "right on" to meet the needs of its students. Auraria is attempting to fulfill its mission as a campus of the college. Strides have been made in the right direction, but much more has yet to be accomplished.

APPENDIX A

THE ROCHESTER INSTITUTE
JUNE 1974

COUNSELING AND STUDENT PERSONNEL PSYCHOLOGY 5-900:
RESPONDING TO THE NEEDS OF OLD AND NEW STUDENTS

INSTRUCTOR: DON ZANDER*

Before the course started, study and discussion units were planned on: (1) student development in the community college; 2) student characteristics; 3) faculty, staff and student roles in the community college, as well as a unit on 4) evaluation and the future. However, once the course began it was quite clear that the students and instructor were interested in developing themes on self-respect for the students as well as the staff or human development in the total community college and education as a positive experience. These themes would lead to greater self-respect and greater human development of each individual.

There were strong recommendations that next year the Rochester Community College Program should offer a unit on "Human Potential".

The instructor discussed at some length the thesis that students without self-respect are usually handicapped in learning from kindergarten through Graduate School. He cited evidence from a recent thesis on self-respect of 8th graders and their ability to learn from the public school. Those who don't think they can learn are less likely to learn than those who think they can. For example, minority students who have been told throughout their lives that they are not as good

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* Professor Zander is also Assistant Vice President, Student Affairs, University of Minnesota-Twin Cities.

as others can come to believe that about themselves. This is also true of the marginally academic students, the learning and physically disabled students and others. The discussion then centered on how can we enable or assist students to respect themselves and how can we offer positive educational experiences.

Numerous examples were brought forward from the class. An English teacher who emphasizes what a student does right rather than what the student does wrong found he gets better papers. The auto mechanics instructor starts the physically handicapped student by having him build a crude spark plug holding tray and goes on from that positive experience to having the student learn auto mechanics. Examples were numerous from counselors also in the course especially in the upgrading of academic skills delving into why students can't add or spell because of some mental or physical hangup.

From the point-of-view of developing self-respect in each and every student, discussion was held case by case on the drop-out, the physically disabled, the undecided, the learning disabled, the non-assertive woman, the older student, the Gay student, the veteran, the minority student, the athlete, and numerous other broad categories of students who with the right help and assistance could complete the course of study at the community college and go on to become a more successful participant in society.

Examples were cited: 1) A potential drop-out was so anxiety-ridden because of a possible operation that she would have cancelled out of school forever had not a counselor been able to get to her about the operation ahead of time; or 2) The student in the wheelchair who cannot attend the community college because he is not able to negotiate the steps or find a bathroom equipt to handle his wheelchair; or 3) The cerebral palsy student who was convinced that he could not succeed in college until another cerebral palsied staff member set an example for him.

We discussed the view that most school systems have services available to handicapped students and and that they only need to be tapped. There are psychologists, social workers, counselors, para-professionals in the city or provided by the state who are eager to help handicapped students. It is often merely a matter of someone at the community college putting it all together.

The unit was developed on continuing education, women students, and day care facilities. Emphasis was made on assertiveness training for women, conducted by women. This was also a topic that has been suggested for the Rochester course next year. A number of persons in the course discussed their positive experiences with this type of training experience, the effects on others, and the need for understanding it by males was emphasized. The need to encourage older students, veterans, and housewives to continue their education at a community college offering positive educational experiences was emphasized. The example of the offering of a course for divorced women in Florida which drew 300 students was described. These are courses that deal with individuals' problems, self-respect, new life styles and acceptance of themselves. Wherever these courses are offered the interest usually exceeds the ability of the college to provide the instructors and facilities.

LeRoy Gardner conducted a unit on minorities, athletes, and the training of counselors to deal with these students in positive ways. He talked about what coaches have to do which degrades athletes in order for the college to have a winning team. He talked of the isolation of student athletes perpetuated by coaches. He talked about the public seeing athletes as things rather than persons and the role of the counseling staff in trying to deal with the problems of the successful and unsuccessful athlete. He talked of being Black, being in the minority, being the only person in the room who is of a different race and the effects of that kind of experience.

One member of the class told of her experiences being the only White in a room full of Black activist counselors.

It was made clear that White counselors need to be sensitive to the needs of minority students in order for them to counsel. The answer is not that there has to be Black counselors for Black students or Chicano counselors for Chicano students, but that the great mass of counselors are White and they need to learn how to counsel minority students. It was also clear that you do not let down standards and make unnecessary exceptions if minority students are to succeed in the community college and in society in general.

The entire area of student rights and confidentiality of student records was discussed. As more and more states are setting the age of majority at 18, the community colleges can no longer practice in loco parentis. Records become students' records not the community college's records. Often community colleges are in flagrant violation of the individual's rights from misuse of information on health records to releasing course grades without the permission of the student. Often human rights are violated by the assigning of grades with no real valid justification for the grade and then no due process being available to the student who sincerely believes he has been put upon.

Questions of freedom of speech, questions of freedom of the press, freedom of assembly, double standards for males and females need to be seriously considered by most community colleges if students are to be protected in their basic human or student rights. Grievance procedures need to be worked out even for academic matters. Students as adults have a right to have some say in the content of courses and governance of the institution. Grievance procedures need to be outlined for community college students who are rejected from the allied health program who have complaints about our academic appraisal techniques. Minority students need to be protected from standardized tests that do not get at their true abilities but at the abilities of the White middle class.

Hopefully an attitude was learned, or partly taught, in this course. Learning is expected to go on because each student was required to write a paper on some aspect of the student and his or her concern for them. To quote from the first paper I received, "It is the allowing of the student to make mistakes and to help him when he does right. It is the learning of self-respect and the development of humaneness that were the central themes of the workshop. People whether they be handicapped, disabled, brilliant or slow, Black, Red, Yellow, or White want self-respect, not sympathy. If we respect others, then they respect themselves. Students and staff all need strokes and understandings so that we can learn to be more comfortable with themselves and perhaps will be of more assistance to others."

The workshop is over but the papers are coming in now and it is clear that as we have learned about students, we have learned about ourselves.

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 2 1975

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION